DOCUMENT RESUME

ED 418 569 EC 306 379

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TITLE Quick-Guides to Inclusion 2: Ideas for Educating Students with Disabilities.
ISBN ISBN-1-55766-335-1
PUB DATE 1998-00-00
NOTE 139p.
AVAILABLE FROM Paul H. Brookes Publishing Co., P.O. Box 10624, Baltimore, MD 21285-0624; World Wide Web: http://www.pbrookes.com
PUB TYPE Books (010) -- Collected Works - General (020) -- Guides - Classroom - Teacher (052)
EDRS PRICE Document Not Available from EDRS.
DESCRIPTORS *Administration; Augmentative and Alternative Communication; Classroom Techniques; *Curriculum Development; *Disabilities; *Education Work Relationship; Educational Principles; Elementary Secondary Education; Guidelines; *Inclusive Schools; Interpersonal Communication; Mainstreaming; *Regular and Special Education Relationship; Teaching Methods; Transitional Programs

ABSTRACT

The five sections of this guide, intended for general education teachers working to include students with disabilities, can be used independently. Each section includes a letter to the teacher that introduces the content; a list of 10 "guidelines-at-a-glance"; a set of the guidelines, each on a separate page, suitable for duplication or as overhead transparencies; a page of text discussing each of the 10 guidelines; and a short list of selected references. The guides and their authors are: (1) "Adapting the Curriculum" (Alice Udvari-Solner), guidelines such as creating a student-centered curriculum and designing learning experiences to reflect multilevel goals; (2) "Instructional Strategies" (Michael F. Giangreco and Lia Cravedi-Cheng), strategies such as knowing each student's characteristics and learning styles and using data to make instructional decisions; (3) "Communication Systems in the Classroom" (Janet M. Duncan and Patricia A. Prelock), ideas such as providing each student with the necessary supports to communicate and involving classmates as communication partners; (4) "Administration in Inclusive Schools" (Richard Schattman and Ruth E. Dennis), suggestions for administrators, including sharing leadership responsibilities and providing time for collaboration; and (5) "Transition from School to Adult Life" (George B. Salembier and Katharine S. Furney), guidelines such as planning early and helping students draw on a range of school and community resources. (DB)

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